DOCUMENT RESUME

ED 086 626 SO 006 859

AUTHOR	Schoenfeld, David
TITLE	Consumer Education Materials Project. Final Report.
INSTITUTION	Consumers Union of United States, Inc., Mount Vernon, N.Y. Educational Services Div.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.
BUREAU NO	BR-1-0056
PUB DATE	Nov 73
GRANT	OEG-0-71-0624
NOTE	31p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Education; Case Studies; *Consumer Economics; *Consumer Education; *Consumer Science; *Curriculum Research; Educational Needs; Elementary Education; Higher Education; Projects; Research Design; *Research Methodology; Secondary Education; Summative Evaluation; Teacher Education

ABSTRACT

This final report of the Consumer Education Materials Project (CEMP) undertaken by the Educational Services Division of Consumers Union, discusses project methods, results, conclusions, and recommendations. Project objectives were to suggest parameters for consumer education programs, to illustrate effective teaching techniques, to identify other resources, and to demonstrate techniques for incorporating materials into existing programs. Two kinds of procedures were followed simultaneously, one field-oriented and the other, the more successful, based at CEMP headquarters, using conferences, questionnaires, and telephone interviews to identify programs. The results of the project were six case studies of consumer education at different levels: early childhood; elementary; secondary; junior and community colleges; teacher education; and adult consumer education. Concluding remarks noted four common problems. The greatest shortcoming was found to be the absence of classroom-tested materials for student use. The CEMP staff recommended promotional efforts, workshops for educators, and development of student materials. Appendices contain the case study forms, questions on teacher education programs, evaluation sheets, and extracts from the interim report. Related documents are SO 006 860-865. (Author/KSM)

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Final Report

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Project No. 1-0056
Grant No. OEG-0-71-0624

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CONSUMER EDUCATION MATERIALS PROJECT

SP006 859

November 1973

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

National Institute of Education

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Author's Abstract

The Educational Services Division of Consumers Union undertook the Consumer Education Materials Project (CEMP) to help educators, at various levels, to develop and to conduct consumer education programs. CEMP staff -- through questionnaires and other written correspondence, personal visits, and telephone interviews -- identified and gathered data on programs throughout the country, which employ innovative techniques, motivational devices, and interdisciplinary approaches.

The results are presented in six publications, each containing case studies of consumer education programs at different educational levels: early childhood, elementary, secondary, junior and community colleges and postsecondary vocational and technical institutes, adult education, and teacher preparation. Case studies describe and analyze programs that have been tried out in schools and communities, and suggest ways they can be adapted or expanded upon. A special section in each book describes value clarification strategies.

Data gathered for the project indicate that progress in the field is uneven with the greatest amount of activity at the elementary, secondary, and adult education levels. Four problems were identified as applicable, on a nationwide basis, to all six levels: (1) lack of ongoing communication and coordination of activities; (2) vague articulation of parameters and behavioral objectives for consumer education programs; (3) lack of a mechanism and criteria for evaluating effectiveness of existing programs; and (4) dearth of qualified and competent consumer educators. The greatest of all shortcomings was found to be the absence of objective, dependable, classroom-tested materials for student use.

Final Report

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CONSUMER EDUCATION MATERIALS PROJECT

David Schoenfeld, Director
Educational Services Division
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Mount Vernon, New York 10550

November 1973

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

National Institute of Education

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* * * * *

N.B. The completed Consumer Education Materials Project series consists of six paperback books addressed to educators, community leaders, and parents:

Early Childhood Consumer Education
Elementary Level Consumer Education
Secondary Level Consumer Education
Consumer Education in Junior and Community Colleges/ Postsecondary Vocational and Technical Institutes
Adult Consumer Education in the Community
Preparing the Consumer Educator

Introduction

As a partial response to a growing interest in consumer education, the Educational Services Division of Consumers Union proposed to investigate developments in the field at all educational levels and describe consumer education programs, courses, and methodologies that would provide educators with concrete suggestions for creating, planning, and conducting consumer education programs tailored to the needs and interests of their students. Specifically, the objectives of the project were to: (1) suggest parameters for consumer education programs; (2) illustrate effective teaching techniques and provide practical examples through case studies; (3) identify other resources for consumer educators; and (4) demonstrate techniques for incorporating consumer-related topics and materials into existing disciplines, professional preparation courses, and community programs.

According to the proposal submitted to the Office of Education, consumer education programs would be presented in the form of case studies and published in nine volumes, one for each of the following educational levels: early childhood; elementary; middle/junior high; secondary; junior and community college; undergraduate; graduate; teacher education; and adult continuing education.

Methods or Procedures

Methodology for the project, the Consumer Education Materials Project (CEMP), was designed to use more than 100 consumer educators to research, develop, and evaluate materials. A National Review Committee (NRC) was established to critique the materials at each successive stage, and a special CEMP staff was recruited by the Project Director to supervise and coordinate the varied components of the project.

Two approaches -- one in the field, the other at CEMP headquarters located at Consumers Union, Mount Vernon, New York -- were employed simultaneously.

Approach 1. Staff assigned a writer-specialist to each of the nine educational levels mentioned above. In every instance, the writer-specialist was an educator engaged in consumer education at that level. On the hypothesis that specialized consumer education approaches were required for the three basic socioeconomic levels -- low, middle, and high -- three additional writer-specialists were assigned to research and write a section tentatively titled "Income Perspectives."

To identify programs in the field and to assist each writer-specialist, four to five educators were recruited for each educational level. These field reporters were chosen from Consumers Union's National Educational Advisory Committee and from education associations, universities, government agencies, and public and private consumer organizations across the country. They were asked to identify consumer education programs that employed innovative techniques, motivational devices, and interdisciplinary approaches.

Each writer-specialist and his team were responsible for identifying programs appropriate for inclusion in the CEMP publications. The writer-specialist was to investigate and write each program in case study format and to submit it to CEMP staff for editing. Techniques for researching and preparing the case studies were developed by staff and explained to writer-specialists during a two-day orientation meeting at the start of the project.

Approach 2. At the same time, the CEMP staff sought input from the field. The Project Director and Project Coordinator each attended more than 10 conferences of education groups to describe the project and to invite educators to nominate programs for case study treatment.

Project staff prepared and mailed approximately 2500 letters and questionnaires to state supervisors of business education, home economics education, social studies, elementary and secondary curricula, and agricultural education; cooperative extension leaders; model cities' directors; and other persons aware of recent developments in consumer education. (Case study questionnaire forms and other inquiry forms are appended to this report; see Appendices A through E.)

Successes and Failures. The first approach proved singularly unproductive. From it resulted fewer than 60 case studies. Because consumer education is an emerging field in which well-defined programs and effective teaching strategies are limited, many field reporters were unable to identify appropriate programs or were unable to communicate adequately the details of identified programs to the writer-specialists. Most writer-specialists encountered similar difficulties and thus submitted manuscripts that were inadequate or, at best, incomplete.

The second approach, however, turned up approximately 650 consumer education programs. Using criteria drawn up by the CEMP staff, a preliminary examination selected 250 programs for possible case study treatment. Staff further screened these programs by telephone and through written correspondence, weeding the 250 case study candidates down to 190.

In-depth telephone interviews with program directors and/or teachers yielded specific data relating to teaching techniques employed, content areas covered, problem areas, evaluation strategies, and student responses. These interviews were taped, with permission, to ensure accurate transcription and interpretation. Ongoing communication with program directors and teachers kept staff up-to-date on their activities as well as the tools (curriculum guides, student materials, tests, and student evaluation forms) used to conduct the program. When feasible, members of the CEMP staff visited consumer education programs for on-site investigations.

With most of the case study data gathered and prepared in first draft form, CEMP staff sought the guidance of its National Review Committee, whose names appear in the preface to each of the CEMP publications. This committee met with staff in January 1972 and reviewed the materials. As a direct result of the NRC's evaluation and its own review sessions, the CEMP staff took the following steps:

1. It conducted further research to identify new programs in the field and re-investigated previously identified programs for additional data.

2. It replaced the "Income Perspectives" section with one entitled "Perspectives on Consumer Behavior" offering practical strategies for dealing with value conflicts most likely to surface in consumer education settings.

3. It considered reducing the number of volumes from nine to six, eliminating separate publications for middle and junior high, undergraduate, and graduate levels. (See Appendix G for an explanation of problems encountered that led to this change.)

4. It brought development and preparation of publications under direct in-house supervision by retaining professional writer/editors in the field of education as well as an editorial consultant.

After the case studies were written, edited, and reviewed by staff, they were mailed to program directors, appropriate team members, and several members of the NRC for review. After final in-house review and revision, the materials were released for production.

Results

The results of the Consumer Education Materials Project are the six publications appended to this report. Each contains case studies of consumer education programs at different educational levels: early childhood; elementary; secondary; junior and community colleges, and postsecondary vocational and technical institutes; teacher education; and adult consumer education in the community.

It was not the intent of this project to produce a series of curriculum guides or lesson plans. Instead, the final publications were designed as "springboards" from which educators could draw ideas for designing and conducting consumer education programs tailored to the particular needs and interests of their students. The case study format was selected as the effective means of meeting this objective. Case studies describe and analyze programs and teaching strategies that have been tried out in schools and communities and suggest ways educators can expand, adapt, or modify them for use in their own particular educational settings.

Throughout the project, an attempt was made for diversity: to illustrate the multidisciplinary aspects of consumer education, a wide range of student activities and projects, and various approaches for program implementation.

Conclusions

Progress in the consumer education field appears to be uneven, with the greatest amount of experimentation and activity taking place at the elementary, secondary, and continuing education levels.

Data gathered for this project suggest four problems shared by all six educational levels:

1. There is a lack of ongoing communication and coordination of activities among consumer educators in different localities and states. As a result, mistakes are often repeated and successes not written up for others to expand upon, existing consumer materials are not brought to the attention of educators, and materials that need to be developed are not identified.

2. Articulation of the parameters and behavioral objectives of consumer education is virtually nonexistent, or, at best, vague and arbitrarily defined. This is most apparent in curricula which repeat consumer lessons and activities and lack sequential development of concepts and skills from grade to grade.

3. Mechanisms and criteria for evaluating the effectiveness of consumer education programs have not been developed. Without procedures and guidelines for identifying the weaknesses and strengths of programs and for studying the short- and long-term effects of these programs on the target audience, efforts to revise programs, to develop additional learning materials, and to build in accountability are greatly hindered.

4. The vast majority of educators -- although interested in consumer issues -- are not adequately prepared to teach consumer education. This is reflected in their reluctance to teach what is to them a new subject area. Where it is taught, consumer education is often limited to "buymanship" and at times characterized by an undue reliance on sketchy curriculum guides, ill-informed resource persons, and industry-prepared materials which camouflage vested interests.

Characteristics of the specific educational levels studied reinforce the above findings.

Early Childhood. Few early childhood programs articulate consumer education objectives. Investigations revealed, however, that consumer learning experiences are present in many early childhood programs, but need to be recognized, structured, and developed. Case studies in this publication identify and analyze consumer education components in existing programs, relate them to child development theories, and suggest approaches to program development. Moreover, since most early consumer learning takes place in the home, there is a need to help unqualified parents to guide the consumer information and attitudes their children are developing.

Elementary Level. Case studies identified at the elementary school level were primarily lessons, projects, or units initiated and conducted by individual teachers. In the minority were programs developed by a school or school system for "across-the-board" implementation. The latter, though for the most part inadequate, were more comprehensive, included teacher preparation sessions, and attained greater visibility and priority in school curricula.

Teachers and administrators involved in consumer education activities noted that basic skills developed in elementary school courses parallel consumer competencies, and traditional content areas often include consumer-related concepts. Once elementary school teachers develop their own consumer awareness, they can more easily integrate consumer concepts and materials into existing curricula.

Secondary Level. At the secondary school level, consumer education is most frequently found in the home economics and business education departments. Other disciplines, especially social studies, are beginning to include interdisciplinary consumer components in their curricula. The form in which consumer education is offered varies: separate courses or "minicourses," some employing team teaching or tandem teaching, others emphasizing field study and community service projects; interdisciplinary lessons or projects in social studies, science, and English courses; or independent study programs. Overall, interdisciplinary approaches at present seem to be the most practical approach in light of time and curriculum demands on teachers and school administrators.

Two-year Colleges and Other Postsecondary Institutes. Junior and community colleges as well as postsecondary vocational and technical institutes offer few consumer education courses to their students for two basic reasons: (1) schools stressing career education tend to concentrate on skill development courses; and (2) many four-year institutions do not offer transfer credit for consumer education courses. The majority of courses that are available at the postsecondary level are offered through the home economics department and thus do not attract a diversified group of students. Some community colleges are, however, sponsoring consumer programs for community residents ranging from weekly TV shows to mobile classrooms.

Teacher Preparation. Since consumer education is not yet afforded the same consideration as more traditional subject areas, the staff found that preservice consumer education programs are predominantly restricted to home economics and business education programs and not offered to a majority of education students in other disciplines. Thus, little is presently being done to prepare future teachers for interdisciplinary consumer education.

Home economics departments continue to play a central role in bringing consumer education into schools and school systems by: (1) adding consumer education components to their teacher preparation programs; (2) conducting summer workshops; and (3) providing consultant services to schools and school systems that are implementing consumer education programs.

It is in the in-service field that the greatest effort is being made to prepare teachers in different disciplines to teach consumer education. Legislative endorsements such as the Illinois and Hawaii mandates, as well as Part F funds authorized by the 1968 Vocational Education Amendments, are responsible for the development and implementation of in-service teacher preparation programs, ranging from workshops to resource centers.

Adult Education. At the continuing education level, emphasis is on bringing consumer education to community residents, particularly low-income groups, via mobile vans, television, and other noninstitutional approaches. Cooperatives, unions, consumer organizations, and local and federal government agencies are conducting consumer programs as well as making consumer information materials available to consumers. Most of these programs are geared to providing consumers with information on food buying, money management, credit, and product use and maintenance. Few community programs deal with consumer services, public or private, and little is being done to help adults understand the cumulative effect of consumer decisions on the community, the economy, and the environment.

Recommendations

The CEMP staff makes the following recommendations:

1. That the Office of Education and the National Institute of Education assist Consumers Union's efforts to publicize, promote, and distribute the CEMP publications.

At the request of the Office of Education, Consumers Union has forwarded two copies of each of the six CEMP publications to directors of vocational education for all states and the District of Columbia. Consumers Union recommends that the Office of Education and the National Institute of Education fund a mailing of the promotional brochure prepared by Consumers Union, accompanied by a supportive letter signed by an appropriate education official in the Department of Health, Education, and Welfare, to a wider range of educators: state supervisors of business education, home economics education, social studies, and agricultural education; curriculum specialists; and other groups identified by the Office of Education and Consumers Union.

2. That a series of consumer education workshops for educators be conducted in the ten Federal districts of the country.

Data gathered for the CEMP project emphasize the need to prepare informed and qualified teachers of consumer education; to encourage administrators in school systems and state boards of education to support and assist consumer education activities; and to motivate teacher educators to include consumer education components in their teacher preparation programs.

CEMP staff believes that a Federally supported regional workshop program would be the most effective mechanism for providing practical assistance to a diverse group of educators who are in a position of influence and authority.

3. That consumer education materials be developed for use by students in the classroom.

Formal interviews and informal discussions with educators at various levels during the CEMP project invariably touched upon what undoubtedly is the most pressing need in the area of consumer education: student materials. CEMP staff concluded that the mere availability of such materials -- objective, classroom-tested, contemporary, practical materials -- would be a strong incentive for teachers to integrate consumer education into their courses.

CEMP staff recommends that the Office of Education and the National Institute of Education make funds available for, and otherwise encourage, the development of student materials.

Indeed, perhaps more productive of the CEMP project than the development of the six books themselves is the identification of this clear need for instructional materials for students. Oratory about the importance of consumer education should be translated into the language most convincing to teachers -- comprehensive and tested classroom materials.

APPENDIX A

CONSUMER EDUCATION

CASE STUDY FORM

Please complete this form and return to:

CONSUMER EDUCATION MATERIALS PROJECT
Consumers Union of U.S., Inc.
256 Washington Street
Mount Vernon, N.Y. 10550

1. Narrative description of what took place (procedures, activities, duration, scope in terms of subject areas, departments, and specific identification of unit, class, course, activity, experience, etc.):

(Please attach additional sheets if necessary)

2. Materials used, references:

3. What did you hope students would achieve through the experience (concepts, principles, skills)?

4. What changes do you think took place in student attitudes, awareness, behavior, and motivation as a result of the experience?

(Please attach additional sheets if necessary)

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(cont. on next page)

5. What would you do differently next time?

6. Who is in charge of the Consumer Education program (unit, class, course, activity, experience, etc.)? If not you, identified at item 15 below, please include here the name, title, address and phone number of the person in charge.

Phone: Area code ( ) and number: (Include zip above)

7. Where is the program in operation?

Name of school, community extension, etc.:

Address:

Phone: Area code ( ) and number: (Include zip above)

SUMMARY OF FACTS

8. How long has program (unit, class, course, activity, experience, etc.) been in existence?

9. What is its time allotment?

10. To what income level do participants belong? Poor___Middle___Higher___All levels_____

11. Type of School: Inner-city_____, City-fringe_____, Suburban_____, Rural_____

12. To what educational level do the participants belong? Pre-school_____ Elem._____

Middle_____ Secondary_____ Undergraduate_____ Jr. & Community College_____

Teacher Training_____ Graduate_____ Continuing Education_____

13. How many participants? Students_____ Instructors_____ Others (specify)_____

14. In which subject area or areas is Consumer Ed being taught? Business___Math_____

Social Studies___Home Economics___ Science___ English___ Other (specify)_____

Elementary Subject Unit (identify)_____Interdisciplinary_____

15. Your name:_____ Title or Position:_____

Business Address:_____
(zip)

Business phone: (_____)_____ Home phone: (_____)_____

APPENDIX B

CONSUMER EDUCATION

CASE STUDY FORM

Please complete this form and return to:

(Please attach additional sheets if necessary)

1. Identification of school situation in which Consumer Ed program is located (Please include age-range of students, number of students involved, and type of school -- i.e., inner-city, city-fringe, suburban, rural):

2. Narrative description of what took place (procedures, activities, duration, scope in terms of subject areas, departments, etc.):

3. Materials used, references:

4. What did you hope students would achieve through the experience (concepts, principles, skills)?

5. What changes do you think took place in student attitudes, awareness, behavior, and motivation as a result of the experience?

(cont. on next page)

6. What would you do differently next time?_____

_____

_____

_____

7. Who is in charge of the Consumer Education program you are describing? (If not you, identified at item 15 below, please include here the name, title, address and phone number of the person in charge.)

_____

_____

(zip)

Phone: Area code (_____) and number:_____

8. Where is the program in operation?

Location (School, Community Extension, etc.): _____

Address: _____

(zip)

Phone: Area code (_____) and number: _____

SUMMARY OF FACTS

9. How long has the program been in existence? _____

10. What is the time allotment for the program? _____

11. To what income level do participants belong? Poor___Middle___Higher___All levels_____

12. To what educational level do the participants belong? Pre-school_____ Elem._____

Middle_____ Secondary_____ Undergraduate_____ Jr. & Community College_____

Teacher Training_____ Graduate_____ Continuing Education_____

13. How many are participating in the program? Students_____ Instructors_____

14. In which subject area or areas is Consumer Ed being taught? Business____ Math_____

Social Studies____ Home Economics____Science____ English____ Other (Specify)_____

Elementary Subject Unit (Identify)_____ Interdisciplinary_____

15. Your name:_____

Title or Position:_____

Business Address:_____

(zip)

Business Phone: Area Code (_____) & no._____ Home Phone: (_____)_____

APPENDIX C.

Please complete this form and return to:

Dr. C. C. Calhoun, Professor
College of Education
The University of Georgia
Athens, Ga. 30601

CONSUMER EDUCATION CASE STUDY* FORM
GRADUATE LEVEL

Name: _____

Title or Position: _____ Department: _____

Business Address: _____

Business Phone: ( ) _____ _____
(zip)

Descriptive Data

1. This question is directed toward the identification of an effective consumer education activity in your graduate program. Please describe what took place (objectives, procedures, activities, duration, scope in terms of subject areas, departments, and specific identification of unit, class, course, activity, experience, etc.):

(Please attach additional sheets if necessary.)

2. Materials used, references:

* For our purposes, a case study is defined as the description of a successful experience in consumer education. It can range from a specific lesson that can be taught in one day to a project or field study that spanned a week, month, or more. It can be a general description of a full semester consumer education course and the methods used to implement it, such as team teaching, or it can be a unit showing how consumer education concepts can be integrated into social studies, home economics, business education, marriage counseling, etc.

3. What did you hope students would achieve through the experience (concepts, principles, skills)?

4. What materials (or research) were developed (or conducted) by the students, either individually or collectively?

5. What changes do you think took place in student attitudes, awareness, behavior, and motivation as a result of the experience?

(Please attach additional sheets if necessary.)

6. What would you do differently next time?

7. In addition to the activity described on the previous page, please describe other teaching strategies you have found effective in teaching graduate consumer education

8. Who is in charge of the Consumer Education program (unit, class, course, activity, experience, etc.)? If not you, please include here the name, title, address and phone number of the person in charge.

Phone: Area code (_____) and number:_____ (Include zip above)

9. Where is the program in operation?

College of University:_____ Department: _____

Address:

Phone: Area code (_____) and number:_____ (Include zip above)

SUMMARY OF FACTS

10. How long has program (unit, class, course, activity, experience, etc.) been in existence?

11. What is its time allotment?_____ Amount of credit?_____

12. To what income level do participants belong? Poor__Middle__Higher__All levels__

13. Type of Institution: Inner-city____ City-fringe____ Suburban____ Rural____
Is Institution public?_____ Or private?_____

14. To what educational level do the participants belong? Undergraduate_____
Teacher Training_____ Graduate_____ Continuing Education_____

15. How many participants? Students_____ Instructors_____ Others (specify)_____

16. In which subject area or areas is Consumer Education being taught?
Business Education_____ Math_____ Social Science_____ Home Economics_____
Social Work_____Business Administration_____Economics_____
Interdisciplinary_____ Other (specify)_____

APPENDIX D

QUESTIONS ON PRE-SERVICE PROGRAMS OF TEACHER EDUCATION

	Yes	No
1. Are there other required courses which contribute substantially to knowledge of consumption theory, principles of consumer behavior, or practical consumer advice?	____	____
2. Are there other courses frequently elected by future teachers which increase their competence as consumer educators?	____	____
3. Can you give us any descriptive materials about any of the courses such as syllabic, course outlines, lists of objectives, assignments, reading lists, examinations, etc.?	____	____
4. What texts are used?		
5. Who are the faculty and what is their particular expertise in the consumer area? (graduate preparation, professional associations, etc.)		
6. Can you describe any related experiences beyond the classroom which future teachers typically have to extend their awareness or knowledge of consumer problems?	____	____
7. Do you have any success stories or follow-up evidence that your students do actually teach good units or courses of consumer education when they become teachers?	____	____

APPENDIX

QUESTIONS ON IN-SERVICE PROGRAMS FOR TEACHER EDUCATION

1. We have been searching for good programs of in-service teacher education which extend their abilities to do a good job of consumer education. Your program appears to be unusually good. Can you describe it in some detail so that we can write an accurate description.

2. What subject area fields are represented by

the planning group?

the instructors in the program?

the teachers who are learning?

3. How many of each are involved? (Put a number by each, above.)

4. What other kinds of resource people are used?

5. Does the program reach	(Yes)	(No)
Classroom teachers?	____	____
"Opinion leaders" among the teachers?	____	____
Supervisors?	____	____
Department chairmen?	____	____
Principals or superintendents?	____	____

6. Can you give us any printed materials which exemplify or explain what is happening? For example: announcements, workshop outlines, reading lists, etc.

7. Are there any printed materials resulting from your program? For example: unit plans, resource guides, advice for teachers, etc.?

8. Are there newspaper or journal stories describing the program or any of its results?

9. Have you made any follow-up evaluative studies that show results of the program?

APPENDIX F

CONSUMER EDUCATION MATERIALS PROJECT
Evaluation Sheets

_____ _____, 1971
(Weekday) (Date)

_____ _____
(Place of Interview) (Interviewer)

Persons Interviewed: (1) _____

(2) _____

(3) _____

Level: _____

Background Questions:

(1) Briefly, what is the consumer education program being described?

(2) How did the program get started?

(3) Where did you get the idea?

(4) What did you do first?

(5) Were there any stumbiing blocks or problems to be overcome?

(6)

(7)

Notes:

SECTION I - ORGANIZATION AND SCOPE

Effective and relevant consumer education for all students in all levels of education is an imperative need. Consumer education, therefore, should be organized to make available to each student an opportunity to participate in a continuous and coordinated sequence of experiences. While this objective cannot be achieved universally or overnight, it is seen as a realistic criterion.

Check List	Yes	No	Other
1. Was the consumer education, or the course into which it was integrated, offered on a regular and continuous basis?	___	___	_____
2. Was the consumer education or the course into which it was integrated available to all students?	___	___	_____
3. Was the consumer education planned to provide for sequential development from grade to grade or from one level to another?	___	___	_____
4. Was the consumer education planned to provide coordination with instructional activities of other areas for the same student?	___	___	_____
5. Was there other evidence of organization for coordinating the program?	___	___	_____
_____			
_____			
6. Was there other evidence of procedures for reaching all students?	___	___	_____
_____			
_____			

Evaluation:

1. To what extent did all potential participants have the opportunity to participate in the consumer education described? Circle the number on the rating scale below which gives your evaluation for this criterion.

Low 1 2 3 4 5 6 7 8 9 10 High

2. To what extent was the consumer education described coordinated to provide for continuous experiences for the participant? Circle the number on the rating scale below which gives your evaluation for this criterion.

Low 1 2 3 4 5 6 7 8 9 10 High

Comments:

SECTION II - STUDENT INTEREST AND INVOLVEMENT

Students usually learn more quickly and their learning is reinforced when they are interested and involved. If the student perceives the relationship between himself and the consumer education, learning is more likely to occur.

Check List

		Yes	No	Other
1.	Was the importance of student interest recognized?	___	___	_____
2.	Were specific motivational strategies and "interest builders" used?	___	___	_____
3.	Was the consumer education planned with an awareness of individual student needs and differences?	___	___	_____
4.	Were students actively involved in the planning?	___	___	_____
	teaching?	___	___	_____
	field experience?	___	___	_____
	other?	___	___	_____
5.	Did the students see the content of the learning as useful and relevant? Based on information from teachers -	___	___	_____
	Based on information from students -	___	___	_____
6.	Did students enjoy the learning? Based on information from teachers?	___	___	_____
	Based on information from students?	___	___	_____
7.	Was there any evidence that the student was able to discover the relationship between himself and the consumer education?	___	___	_____
8.	Was there other evidences of student interest and involvement? If yes, give details below.	___	___	_____

_____

_____

Evaluation:

1. To what extent did the consumer education interest students participating in the program described? Circle the number on the rating scale below which gives your evaluation for this criterion.

Low 1 2 3 4 5 6 7 8 9 10 High

2. To what extent did the consumer education actively involve students in the program described Circle the number on the rating scale below which gives your evaluation for this criterion.

Low 1 2 3 4 5 6 7 8 9 10 High

Comment:

SECTION III - CONTENT

Relevancy, significance, and processes are the curriculum concerns selected as criteria for the examination of specific topics and content. Subject matter selections are curriculum decisions to be made and evaluated at the local school and state levels.

Check List

	Yes	No	Other
1. Was the consumer education focused on significant concerns appropriate to the age, academic level, ability, culture, economic level and other relevant characteristics of the participant?	___	___	_____
2. Were objectives based upon the participants' development of			
(1) concepts?	___	___	_____
(2) understandings?	___	___	_____
(3) skills?	___	___	_____
(4) attitudes?	___	___	_____
(5) other? (specify)_____	___	___	_____
3. Did the content challenge the student to think reflectively and creatively?	___	___	_____
4. Was the content selected and organized in such a way that the students were learning			
(1) how to learn on their own?	___	___	_____
(2) problem-solving procedures?	___	___	_____
(3) decision-making procedures?	___	___	_____
5. Were concrete experiences used to demonstrate abstract principles being taught?	___	___	_____
6. Were other evidences of the selection of relevant content available?	___	___	_____

Evaluation:

1. To what extent were relevant issues and concerns of consumer education included in the topics and subject matter?

   Low 1 2 3 4 5 6 7 8 9 10 High

2. To what extent did the consumer education include experiences for teaching students to think, to solve problems and to learn on their own?

   Low 1 2 3 4 5 6 7 8 9 10 High

Comments:

SECTION IV - TEACHING STRATEGIES AND TECHNIQUES

The primary goal is to identify strategies and techniques which are new, innovative or judged to be highly successful from prior experience. Because of their importance in the teaching of consumer education, use of community and other resources and the approach to values are included specifically.

Check List

		Yes	No	Other
1.	Did teacher and participants accept the right of individuals to have value systems different from those of the teacher or other students?	___	___	_____
2.	Was a climate for learning created in which students had an opportunity to gain insight into their own value systems?	___	___	_____
3.	Were community groups and agencies involved in the planning?	___	___	_____
	teaching?	___	___	_____
	field experience?	___	___	_____
	(specify)_____ other?	___	___	_____
4.	Were parents or other family members involved in the planning?	___	___	_____
	teaching?	___	___	_____
	field experience?	___	___	_____
	(specify)_____ other?	___	___	_____
5.	Were teachers from other areas involved in the planning?	___	___	_____
	teaching?	___	___	_____
	field experience?	___	___	_____
	(specify)_____ other?	___	___	_____
6.	Was the teacher-load such that necessary time for preparation, individualized instruction, etc., was available?	___	___	_____
7.	Were the strategies used new and innovative for the students?	___	___	_____
	for the teachers?	___	___	_____
8.	Were media and other resource materials utilized, which were new for the student?	___	___	_____
	new for the teacher?	___	___	_____
9.	Are there strategies which were used because experience has shown them to highly successful?	___	___	_____
	(specify) _____	___	___	_____

Evaluation:

1. Were effective strategies and techniques used for teaching the consumer education?

Low 1 2 3 4 5 6 7 8 9 10 High

Comments:

SECTION V - OUTCOMES

The evaluation of case study outcomes utilizes the formal objectives and evaluation procedures of the consumer education program as the reference when available. To the extent possible, student behavior changes will be examined.

Check List

	Yes	No	Other
1. Were there formalized evaluation procedures for this program?	___	___	_____
2. Did the teacher of the consumer education program think that progress was made toward meeting the objectives for the learning?	___	___	_____
3. Were there observable evidences of the use or application of the learnings by the participants?	___	___	_____
4. Was there evidence of positive response to the consumer education given by -- the participants?	___	___	_____
-- other students not involved?	___	___	_____
-- other teachers?	___	___	_____
-- the department Head or Supervisor?	___	___	_____
-- the Principal or administrator?	___	___	_____
-- the parents or other family members?	___	___	_____
-- others?	___	___	_____
_____ (Name)			
5. Was there other evidence of the success of the consumer education? If yes, give details below.	___	___	_____

Evaluation:

1. How successful was the teaching-learning for the consumer education program (unit, class, course, activity, experience) described above? Circle the number on the rating scale below which gives your evaluation for this criterion.

Low 1 2 3 4 5 6 7 8 9 10 High

2.

Comments:

Appendix G

[The following extracts are from an interim report on the status of the CEMP program, contained in a letter of 14 April 1972 addressed to Dr. Philip R. Teske, National Center for Educational Research and Development, U. S. Office of Education. Work, summarized in the extracts, on three of the projected books -- the junior high/middle school level, the undergraduate level, and the graduate level -- continued to be unproductive and the three books were later abandoned, usable material being incorporated in other appropriate CEMP volumes.]

" . . . Many of the original materials have been discarded; others are undergoing careful editing and revision. New consumer education programs are still being researched. Specifically, we have taken the following steps and are moving along as outlined. . . .

> "5. The junior high/middle school level has proven to be a difficult area. Our research has found that there is no developed pattern of activity in consumer education in the middle school. While such a pattern exists in the junior high school, it is found primarily within the discipline of home economics. We are continuing to research other disciplines. Should this research prove unproductive, this book will describe existing programs as well as suggest alternate ways in which consumer education can be incorporated into the junior high school curriculum. The position paper is being rewritten by a member of the National Review Committee. Four case studies are in first draft; ten are awaiting follow-up interviews. . . .
>
> "8. The undergraduate and graduate position papers, as well as the case studies, encounter unique problems relating to the diversity and flexibility of consumer education programs at these levels. Programs of study assume a dual role -- they can prepare the individual for his role as a consumer and/or for a professional career in the consumer field. A wide diversity of rationales and philosophies exists among consumer educators at both levels.
>
> "Graduate programs, by their very nature, assume a flexibility that reflects the philosophy and objectives of the institution as well as the needs and interests of the students. Many programs are planned and assembled by the student with his faculty advisor.

"Following the meeting of the National Review Committee, six consumer educators at undergraduate institutions and six at graduate institutions were asked to present their views and recommendations for new position papers. Most of this material has now been submitted. The problem is to synthesize the divergent philosophies and recommendations contained in these papers.

"This problem is further complicated when we write the case studies. To gather data for case studies, one writer-specialist mailed questionnaires to 530 colleges and surveyed 451 graduate catalogs to identify consumer education programs. The staff assembled, organized, and evaluated the materials submitted. Selected programs have been investigated by letter, at professional meetings, and by taped telephone interviews. The staff presently is reviewing and experimenting with a variety of case study formats applicable to these levels. . . . "